



Universal Design for Learning

A Framework

Daniel G. McNulty

PATINS State Director
dmcnulty@ciesc.k12.in.us

www.patinsproject.com

TEXT once to join today's polling

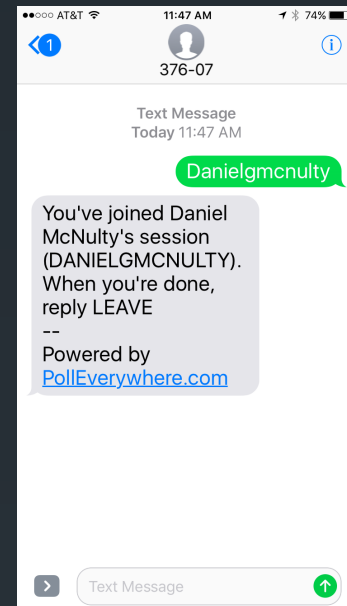
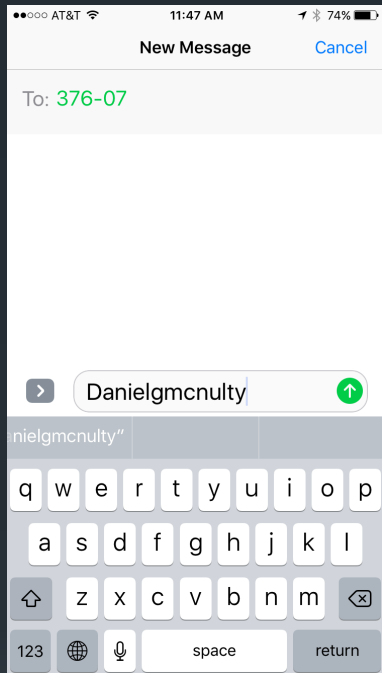


TEXT TO:

37607

Message:

“DANIELGMCNULTY”



OR, Type This URL Into Any Browser:

<https://pollev.com/danielgmcnulty>

3 Things You Could Be Active About During This Session



1. Tweet and/or Facebook points you want remember, that you like, that you don't like, that you want others to know. Use **#patinsicam**
2. Post your notes, ideas, questions, constructive thoughts to our WALL. **(on next slide)**
3. Participate in the online Polls & Activities.

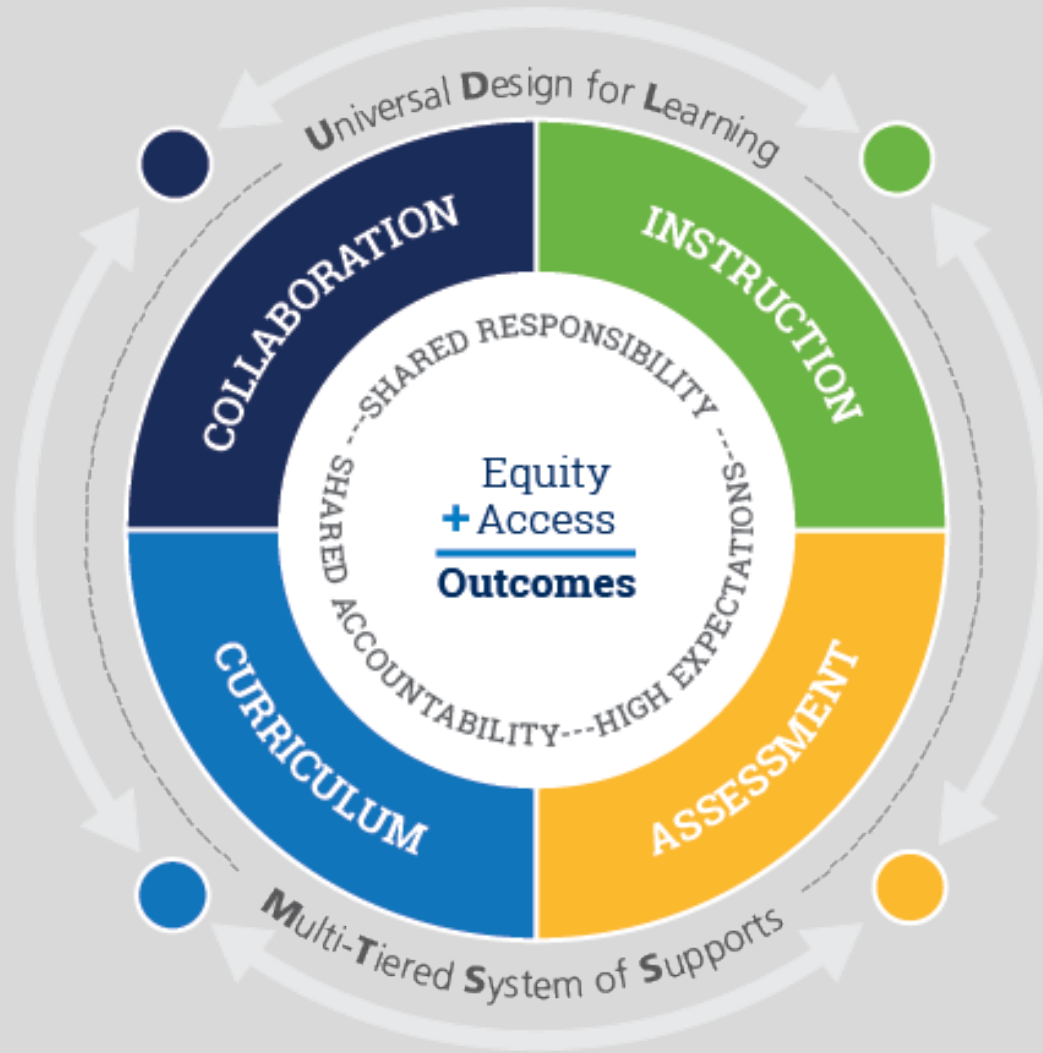
Today's Padlet Wall



<http://bit.ly/udlcharter16>



Every Student Succeeds



How do you know...



- If a learning environment is Universally Designed?
- If materials are accessible?
- If/When AT is required to implement AIM?
- If your students even have a need for AIM or AT?
- How & When to make the AIM & AT decisions necessary?
- Where to find accessible materials and AT ?
- How to create accessible materials?

Rationale, Research, Evidence



- According to the 2007 Nations Report Card, 1/3 of students aren't proficient readers and 44% of 4th graders have a reading difficulty. This is not just a special education issue and screams out for a universally designed classroom experience.
- Over the last 2 decades reading achievement scores nationwide have hardly improved at all! **The pressure around test scores have changed, but the scores themselves have not! This speaks loud and clear to me. The way we've provided written material isn't working for all students.**
- The **discrepancy model** or 'waiting for failure' no longer applies. After second grade, it is much more difficult (if possible at all) to bring struggling readers back up to grade level. Reading accommodations are needed even at early grade levels to circumvent the lack of reading fluency.
- **Time spent reading** is the greatest predictor of reading growth: good readers read more and get better. Poor readers struggle, get frustrated, read less and fall further behind.
- Knowing that struggling readers are not catching up and test scores are showing it: Digital text is dynamic, flexible, portable, malleable, non-linear, interactive, multi-media and able to be searched.



Daniel G. McNulty

- Former **Anti-Tech**
- Former Paraprofessional
- Former Private Applied Behavior Analysis for preschool children on the Autism Spectrum
- Former K-12 Behavioral Consultant
- Former Classroom Teacher
 - *Kg-6th Grade Moderate-Severe Disabilities 2001-2006*
 - *UDL Team Leader, Autism, Tech, Crisis Teams*
- PURDUE University
 - *BA K-12 Special Ed., MS K-12 Special Ed*



PATINS
PATINSPROJECT.COM

-Regional Coordinator '06-'12

-State Director 2012 – current

- *Motorcycle Enthusiast, Guitarist & Wannabe Singer, Wedding/Portrait Photographer, Scuba Diver, Runner,*



Auditory Comprehension test

Pop Quiz #1

Are **YOU** Qualified

To Continue in This Session?



Your answer will be used to determine how much you know and whether you may continue in this session.

1. What was that song about?

...Fair Assessment of your Knowledge?



Everyone in here heard the same exact thing at the same exact time

What do we intend to measure?

- Your ability to be in the same room with your peers? ...SURE
- Your ability to gain meaning from the content? ...NO WAY!

Hearing Impairment
Processing Disorder
ELL

Universal Design for Learning

Modifications vs. Accommodations

A **Modification** is when general education curriculum or learning expectation is altered

Accommodations do not modify the content, but allows for some changes to presentation, timing, response, setting, and equipment.

Universal Design for Learning

UDL Defined in Article 7

- Sec. 102. "Universal design" means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are:
 - (1) directly accessible, without requiring assistive technologies; and
 - (2) interoperable with assistive technologies.

Universal Design for Learning

UDL in ESSA

- In ESSA, UDL has the meaning given the term in section 103 of the Higher Education Act of 1965 (20 U.S.C. 1003), which is as follows:
-
- *“(24) UNIVERSAL DESIGN FOR LEARNING The term “universal design for learning” means a scientifically valid framework for guiding educational practice that—*
- *(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and*
- *(B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.”*

Pop Quiz #2

Are **YOU** Qualified

To Continue in This Session?



Your answer will be used to determine how much you know
And whether you may continue in this session.

1. एक क्रिया क्या है ?

...Fair Assessment of your Knowledge?



Everyone in here read the same exact text at the same exact time

What do we intend to measure?


-Your knowledge of THAT language?

...SURE

-Your ability to respond to the content?

...NO WAY!

Visual Impairment
Decoding Ability
Print Disability



Decoding the content &
Interacting With or
Responding To
the content

Are Different Skill Sets!

Universal Design for Learning

UDL Simplified

UDL is a **FRAMEWORK** full of
FLEXIBILITY & CHOICE

UDL is not a discreet set of
Rigid steps or a **Checklist**

Universal Design for Learning

UDL Simplified

Planning For & Providing
Multiple and *Flexible* Means of:

- **ENGAGING** *Students & Staff*
- **PRESENTING** *Info Students & Staff*
- *Allowing Students & Staff to* **RESPOND**

Universal Design for Learning

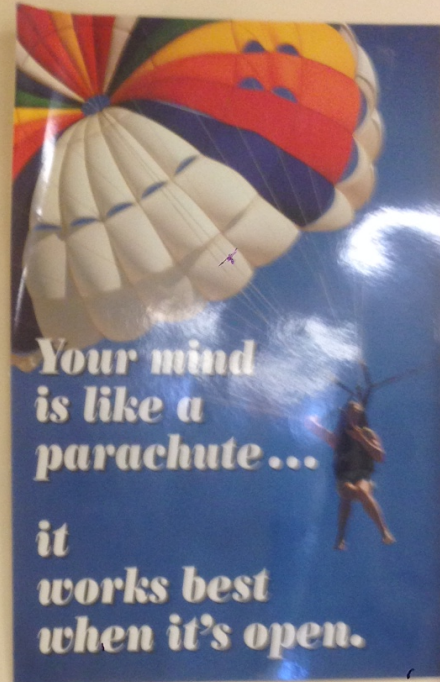
UDL Simplified

UDL is a **FRAMEWORK** full of
FLEXIBILITY & CHOICE

Flexibility creates space for students' diverse interests and abilities to be respected and nourished.

Choice allows for students to receive and interact with or respond to Information in the way that they are best able.

This School
is a
**GUM
FREE
ZONE**



Universal Design for Learning

UDL: Components of Access

UDL is a **FRAMEWORK** full of
FLEXIBILITY & CHOICE

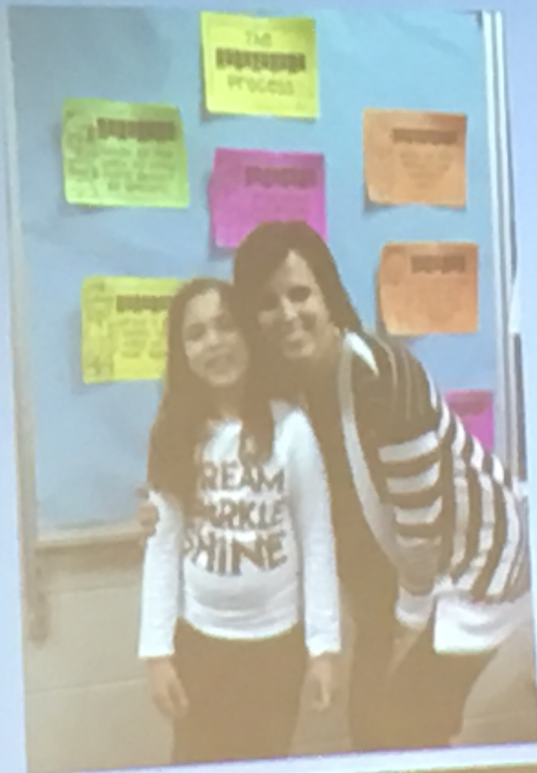
- **Physical Access**
 - *Materials, Methods & Strategies, Tools, Assessment*
- **Cognitive Access**
 - *Materials, Methods & Strategies, Tools, Assessment*

Universal Design for Learning

175 vs 5

- UDL and accommodations in assessment IS important.
- The real value for improved student achievement lies in UDL tools and strategies implemented throughout the year.

A Former District Perspective



Since November Kayle
has jumped from 0
Lexile to 271 Lexile...

WITHOUT
Snap&Read

Universal Design for Learning

UDL: A Visual



Universal Design for Learning

UDL



The **Principles** that Address “problems” with the curriculum and learning environment.

CAN require AT for Implementation.

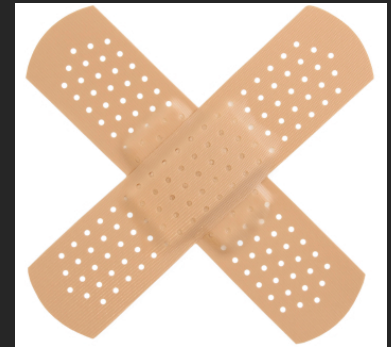
AEM



The **Materials** that Help all students access to the content.

CAN require AT for Implementation.

AT



The more individualized **Tools** needed to participate and learn And *sometimes* to Implement AEM.

An Example

- Why is this on paper?
- Is the content relevant?
- Is it accessible?
 - Why?/Why Not?

Daily Language Review

Name: _____

Friday 16

Which reference source would be best to look up the information: thesaurus, dictionary, ~~atlas~~, ~~encyclopedia~~, ~~telephone book~~, or ~~almanac~~?

1. where vampire bats live	dictionary
2. the average daily temperature in January in Ottawa, Canada	atlas
3. the opposite of the word "traditional"	encyclopedia
4. the street that Leon and Pat Gatlin live on	almanac
5. the phone number of Fuzzy's Pizza on Mason Road	telephone book

©2004 Evan-Moor Corp. • Daily Language Review, Grade 4 • EMC 582





Promoting
Achievement through
Technology and
INstruction for all
Students

PATINS Provides

- Universal Design for Learning Expertise & Resources
- Lending Libraries (6 week loans)
- Technical Training and Workshops
- Accessible Technologies Consultations
- Technical Assistance Grants (Statewide)
- Refurbished Computer Program
- NIMAS/ICAM

No Cost for Our Services

www.patinsproject.com

Essential Considerations



Are you willing, permitted and able to TEACH DIFFERENTLY, not just teach with different tools?

Getting Started: Identifying a Need

Starting with a clearly **identified need** for change is critical for success UDL implementation at a systemic level.

Initiative	Expected Outcome	Target Population	Previous District Initiatives				Evidence of Outcomes
			Mandated/Regulatory Activity? Yes/No	Financial Commitment (1=low, 5=high)	Relation to District Priorities & Strategic Plan (1=low, 5=high)	Level of Success (1=low, 5=high)	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
			<input type="checkbox"/> Yes <input type="checkbox"/> No	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
			<input type="checkbox"/> Yes	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	

Some UDL Strategies/Methods

- All

- Choices in location and seating
- Varied writing utensils and paper
- Handwriting alternatives (*typed, speech to text*)
- Project options/choices
- Advanced background information
- Post lesson enhancement
- Information presented auditorily, visually, kinesthetically, and available outside of classroom

Some UDL Tools

■ All

- Keyboard
- Talking word processor or text to speech
- Drawing tools
- **iPad** (*presentation & response*)
- Wikipedia Tools
- Highlighters (*digital and conventional*)

■ Most

- Organizational apps
- **Word Prediction software**
- Sound Field Systems

■ Some

- AAC Devices
- **iAuthor**
- Virtual Reality
- Augmented Reality
- iMovie / Moviemaker (*apps or computer based*)

UDL Materials

- **AEM**

- Specialize Formats

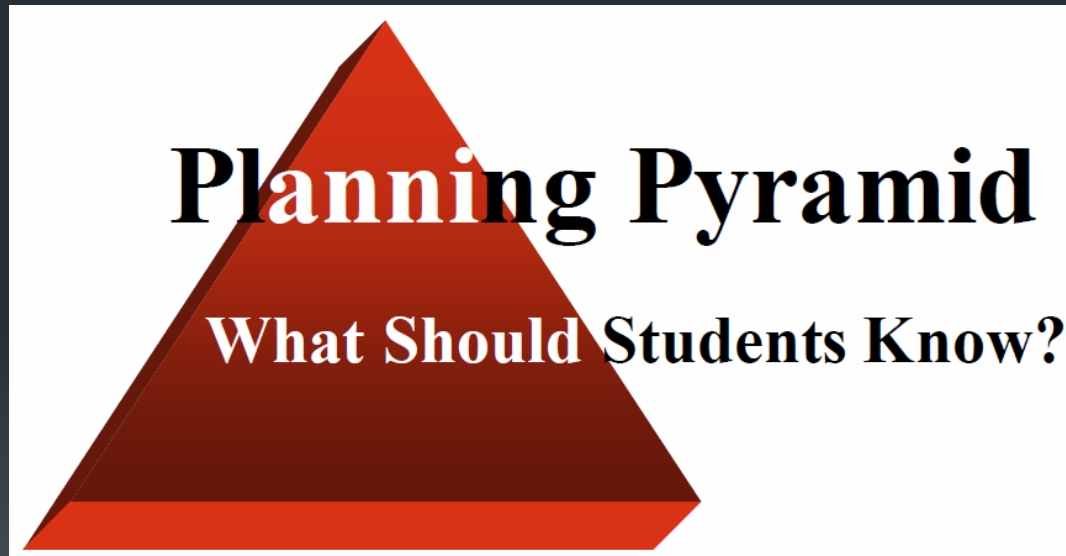
- Braille
 - Large Print
 - Digital Text
 - Audio
 - Captions
 - Video
 - Tactile Graphics
 - Audio Descriptions



Universal Design for Learning

Use The Lesson Template

<http://bit.ly/udltemplate>



The Engagement Component

of UDL



- **Recruit Interest** (*extrinsic*)
 - *Information that does not engage learner's cognition, is in fact, inaccessible.*
- **Sustain Effort** (*extrinsic*)
 - *Video game motivation factor. Attention & Affect Regulation to Maintain. Levels? Points? Self-Determined Breaks of physical, visual, auditory nature?*
- **Self Regulation** (*intrinsic*)
 - *Difference more likely than uniformity. Affect and Motivation might need explicit instruction.*



Contact Us!





PATINS State Conference



Nov. 2-3, 2016

Historic Crowne Plaza
Downtown, Indianapolis

REGISTRATION OPEN

www.patinsproject.com

PATINS
PATINSPROJECT.COM